***GMS Blueprint for Learning***

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| **Mrs. Waltz** | | | **Sixth Grade / Social Studies / World History** | | | **Date: Sept. 26 – Sept. 30 1st Quarter Week 8** | | |
| **Content Standards:**  **(6.1.1)** Recognize the basic components of culture.  **(6.1.7)** Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life.  **(6.3.3)** Identify the location of early civilizations on a map.  **(6.4.2)** Recognize the steps that give rise to complex governmental organizations (nomadic, farming, village, city, city-state and states.  **(6.5.5)** Identify major technological advances (tools, wheel. Irrigation, river dikes, farming, weaponry, written language and printing press). | | | **Check for Understanding:**   1. Define components of culture. 2. Identify how communities reflect the cultural background of their inhabitants. 3. Compare how cultures differ in their use of resources. 4. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture. | | | **Daily Learning Objective:**  By the end of the lesson I will be able to:  **Mon.** Explain polytheism and Egyptian belief of the afterlife.  **Tue.** Identify Egyptian gods and goddesses and retell an Egyptian mythology story.  **Wed.** Explain the purpose of building pyramids and give details about their construction.  **Thur.** Compare and contrast the 3 Egyptian Kingdoms.  **Fri.** Define dynasty and recognize important Egyptian rulers and their accomplishments. | | |
| **Resources / Materials:**  Student examples, handouts on religion, pyramids, gods, and rulers, PowerPoints, flipbook facts, foldable examples, colored pencils, markers, note cards, hole punches, glue, paper | | | **Vocabulary:** Papyrus, amulet, hieroglyphics, dynasty, pharaoh, deity, embalming, mummy, pyramid, polytheism & culture. | | | **Afterschool:**  **Tuesday:** Tutoring / Homework Help  **Thursday:** History Club / Time Warp Trio  **Friday:** History Study Group / Detention | | |
|  | **Guiding Question** | **T-Formation** | **Motivation** | **Input & Modeling** | **Guided Practice** | **Independent Practice** | **EOLA** | **Homework** |
| **Monday** | What was Egypt’s view of the afterlife and how did it affect how they lived in this life? | What is the oldest know form of writing?  **A.** **Cuneiform**  **B.** Hieroglyphics  **C.** English  **D.** Greek | Display Egyptian Book of the Dead images. | Egypt’s Religion *(pages 49–50)*  Bubble map of Egyptian beliefs.  Introduce  *Book of the Dead* Cover assignment. | Bubble map of Egyptian beliefs. | Design a book cover for the *Book of the Dead.* | Why did the Egyptians embalm the pharaoh’s body? **(To prepare it for the afterlife.)**  Why was it important for pharaohs to reach the afterlife? ***(Egyptians believed pharaohs would continue to care for Egypt once they reached the afterlife.)***  Explain Egyptian religious beliefs. | Homework:  Cover for *Book* *of the Dead*  Due Wed. |
| **Tuesday** | What was Egypt’s view of the afterlife and how did it affect how they lived in this life? | Who was the most important person in the Egyptian class system?  **A.** Priest  **B.** **Pharaoh**  **C.** Papyrus  **D.** Merchants | Look at the image on page 50 in JAT.  Analyze what is happening in the image. | Egypt’s Religion *(pages 49–50)*  T-chart on the  roles of major gods and goddesses. | Use descriptions to identify gods in the image on page 50 JAT. | Finish designing book cover for the *Book of the Dead.* | What parts did Osiris, Anubis & Thoth play in the afterlife?  Describe the purpose of the Egyptian *Book of the Dead.* | After school tutoring:  Cover for *Book* *of the Dead*  Due Wed. |
| **Wednesday** | What was the purpose of building pyramids? | Which is a place to worship and honor the Gods?  **A.** **Ziggurat**  **B.** Hanging Gardens of Babylon  **C.** Pyramids  **D.** Nineveh | Allow 2 students to stand-up and show off their book cover designs. | Discovery education clip on  Pyramids.  (JAT 50-52)  Pyramid facts.  Demonstrate how to fold a 3-D pyramid. | Together fold 3-D pyramid and add facts &  map of Giza and Nile | Great Pyramid is one of the Seven Wonders of the Ancient World. Design a for-sale advertisement for the pyramid using facts about the structure. | What was the purpose of pyramids?  How was stone for the pyramids transported to the building site?  Who did the actual work of building the pyramids?  Why did the Egyptians stop building pyramids? | Due. Cover for *Book* *of the Dead*  Homework:  Pyramid For-Sale Advertisement due Friday |
| **Thursday** | How were the 3 Kingdoms of Egypt different? | What continent is Egypt on?  **A.** Australia  **B.** South America  **C.** **Africa**  **D.** Asia | Display foldable chat about the 3 Kingdoms. | Old Kingdom  Middle Kingdom  New Kingdom | Foldable chart about the 3 Kingdoms. | Complete  Foldable chart about the 3 Kingdoms. | How were the 3 Kingdoms of Egypt different? | Homework:  Pyramid For-Sale Advertisement due Friday |
| **Friday** | Why did the pharaoh hold so much power? | In what way was Egypt like Mesopotamia?  **A.** Access to powerful rivers  **B.** Economies based on farming and trade  **C.** Technological advances  **D.** **All of the above** | Allow 3 students to stand up and read their persuasive for-sale advertisement. | Quiz  Rulers *(page 48)*  Define **Dynasty**  T-Chart  Narmer,  Hatshepsut  Tutankhamen  Ramses II | Together go over one fact to place under each ruler. | Using section 2-3 and handout complete T-chart on Egyptian rulers. | What is a dynasty?  Why did the pharaohs hold so much power? **(A strong leader ensured unity and the pharaoh was the son of the sun god Re.)**  What did the word pharaoh mean and why was it used for Egypt’s rulers? **(“great house”; rulers lived in grand palaces.)** | Homework:  Pyramid For-Sale Advertisement due Friday |
| **Plan to Re-teach / Extend and Refine Knowledge:**  Continue to include chapter one questions on T-formations.  Give students a list of websites related to Egypt.  Encourage extra-credit activities that reinforce main concepts.  Create a T-chart to describe the differences and similarities between Memphis, TN and Memphis, Egypt.  Descriptive writing – Egypt / Standardized Test Skills Practice  How are U.S. children today like children of ancient Egypt? How are they different?  Design an amulet for good luck. | | | | | | | | |